Assessment During COVID-19 – Best Practices

In this new environment, we need to envision new strategies for building virtual communities and support student success.
- Assessment can help you be more intentional in your program design, delivery, and effective results.
  1. Formative assessment efforts allow us to collect information on student needs, challenges, and obstacles. This data can be very useful as the virtual delivery now serves as a pilot phase for student affairs.

To gauge the impact and effectiveness of your virtual programs, please contact Marisol Cardenas to design your assessment!

The Process of Assessing Student Learning

Viewed broadly, student learning assessment is a four-step process:
1. **Identifying learning outcomes** (determining what students should know, think, and be able to do as a result of a program or service)
2. **Gathering evidence** (creating opportunities for students to demonstrate what they have learned)
3. **Interpreting evidence** (drawing conclusions based on students' performance)
4. **Implementing change** (using conclusions to modify the program or service)

Tools for Formative Assessment

Campus Labs
- **The Student Response Tool (SRS)**: A formative assessment tool that will allow you to embed quick, direct measures of learning into workshops, trainings, and other learning experiences. Click here for a How-to-Guide.
- **Rubric Tool:** A tool that can be used for student or staff to evaluate themselves. Click here to access.
- **Survey**: if you want to find out about the impact of your event/program via Survey using Baseline in Campus Labs, you can request a project by clicking here or by emailing Marisol Cardenas for assistance.

Zoom
- **Polling**: A good tool if you have only single choice or multiple-choice questions. Tip: for more advanced polling features, use **SRS** or Poll Everywhere. Click here for a guide on how to use.
- **Whiteboard**: An effective tool for summarizing key points during discussions. Click here for a guide on how to use.

- **Attendance**: Don't forget to track attendance! Zoom can create a report showing who attended a particular Zoom meeting, but that report is hidden. Go to https://cpp.zoom.us/account/my/report/regmeeting, search for a meeting within a one month window, and then click on that meeting's number of participants in the Participants column.
- **Attendee attention tracking:** Are students engaged? As the facilitator you can see an indicator in the participant panel of a meeting or webinar if an attendee is actively engaged in your event. Click here for a guide on how to use.
- **Breakout Room:** Breakout rooms offer opportunities for interaction and/or collaboration for students and the facilitator, along with opportunities for peer-to-peer support, which is particularly valuable for virtual engagement. In order to find breakout rooms, go to your personal settings and find "In Meeting Advanced" and turn on Breakout Room options. Once turned on, you can assign participants to breakout rooms. Click here for a guide on how to use.
- **Zoom chat box:** To gauge immediate learning, you could use the 3-2-1 assessment using the chat feature at the end of your workshop/event.
    - **3** things you learned OR **3** ideas or learnings from what was presented
    - **2** questions you still have OR **2** examples of uses for how the ideas could be implemented
    - **1** action you are going to take OR **1** unresolved area / muddiest point

Sample Questions

- Do you have any specific recommendations for improving this webinar/training?
- What are one to three specific things about this experience that especially helped to support student learning?
- What parts of this experience aided your learning the most?
- What are one to three specific things about this experience that could be improved to better support student learning?
- What parts of this virtual experience were obstacles to your learning?
- What changes might improve your learning?

Assessing an online class: https://www.cpp.edu/assessment/assessment-tips-for-online-student-learning.pdf